

Deubrook School District Improvement/Progress Report Form

Principle: 5 – Individual Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include statement of the special education and related services and supplementary aids and services to be provided to the student. The projected date for the beginning of the services and modifications, the anticipated frequency, location, and duration of those services and modifications must also be documented. In 4 files reviewed the location of services to be provided was written as, "regular classroom/resource room, written expression, 30 minutes/5 times a week." Interviews confirmed the amount of time a student may spend in the resource room could vary from 30 to 150 minutes per week by documenting multiple locations. The amount of time and location a student would be removed from the regular education setting is not specifically documented.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP contains all required content.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All IEPs will include the specific amount of service, including the anticipated frequency, location, and duration of services.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The phrase "resource room/inclusion" will be omitted from 100% of future IEPs and replaced with the appropriate time and place of services for all students What data will be given to OSE to verify this objective? The % of the total number of IEPs written during the two 6 month review periods that documented the appropriate frequency and place of service for each student will be submitted to OSE.	May 1, 2003 and ongoing	Special Education Teachers	ONGOING	Met June 04

6 month reporting date 10/15/03
12 month reporting date 04/15/04
Closed 06/14/04

Approved by SEP

Please explain the data (6 month)

We have made the corrections in 100% of all the 14 IEPs that have been written since the State Review. Within the next 6 month progress time span, all the remaining IEPs will be addressed.

Please explain the data (12 month)

All remaining and new IEPs have been addressed and 100% of IEPs at Deubrook do not contain the phrase resource room/inclusion. All IEPs now have a specific place and time listed.

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01.03 Content of individualized education program

24:05:25:04. Evaluation procedures.

A student's IEP must contain present levels of performance based upon the skill areas affected by the students identified disability. Present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. The monitoring team found a variety of inconsistencies regarding the relationship between functional evaluation and present levels of performance. In 4 files reviewed, the student's involvement and progress in the general curriculum was not documented in the present levels of performance. In 2 files reviewed, the skill area affected by the disability was written language; however, functional assessment information was not gathered in that area therefore the present levels of performance did not link to evaluation. The "Career Decision-Making System" (CDMS) evaluation was administered as part of the comprehensive evaluation for 2 students of transition age. The present levels of performance for these students identified specific strengths and needs in the area of transition; however, the strengths and needs were not linked to or developed from the CDMS evaluation results therefore the present levels of performance were not linked to evaluation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

The present levels of performance in all IEPs will contain strength/needs for each area of suspected disability that link to the evaluation results and the student's progress/involvement in the general curriculum.

6 month reporting date 10/15/03
 12 month reporting date 04/15/04
 Closed 06/14/04

Approved by SEP

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion May 1, 2003 and ongoing	Person(s) Responsible Special Education Teachers	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability including transition for students age 16 or younger, if necessary.</p> <p>What data will be given to OSE to verify this objective? The district will spot check 50% of present levels of performance written following evaluation and report the % of present levels of performance that contain the required content for each skill areas affected by the disability including transition.</p>			<p>ONGOING</p> <p>ADDITIONAL: For the 12 month review, the NE ED coop asst. director will review 3 files for this area and report findings to SEP.</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) We have completed two evaluations of students including transitions since the State Review and both of those files included the present levels of performance including transition present levels.</p>				
<p>Please explain the data (12 month) 4 files were reviewed by NESC Assistant Director, Linda Shirley, and all were found to be 100% in compliance.</p>				
<p>2. What will the district do to improve? The special education teachers will monitor the areas a student is suspected or eligible and conduct a functional assessment in the area(s) and link it to the present level of performance.</p> <p>What data will be given to OSE to verify this objective? The district will spot check 50% of present levels of performance written following evaluation and report the % that have a direct link to functional assessment.</p>			<p>ONGOING</p> <p>ADDITIONAL: For the 12 month review, the NE ED coop asst. director will review 3 files for this area and report findings to SEP.</p>	<p>Met June 04</p>

6 month reporting date 10/15/03
 12 month reporting date 04/15/04
 Closed 06/14/04

Approved by SEP

Please explain the data (6 month) We have completed 7 evaluations since the State Review and have had the special education teachers monitor and conduct functional assessments in the suspected areas of eligibility.				
Please explain the data (12 month) 4 files were reviewed by NESC Assistant Director, Linda Shirley, and all were found to be 100% in compliance.				
3. What will the district do to improve? The Lead Special Education Teacher will develop an interview form that will be used with each child involved with transition to document the yearly specific strengths and needs for a student's transition plan and will use that information in the development of the annual IEP What data will be given to OSE to verify this objective? The district will spot check 50% of IEPs with a transition plan that were written following evaluation and report the % that have a direct link to functional assessment of transition.			ONGOING ADDITIONAL: For 12 month review, the NE ED transition personnel will review 2 files for this area and submit data to SEP.	Met June 04
Please explain the data (6 month) Have developed a rough interview form but in process of redeveloping since have used with a couple of students and want to include more information.				
Please explain the data (12 month) 3 files were reviewed by NESC Transition Coordinator, Brenda Boyd, and all were found to be 100% in compliance in this area.				